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ABSTRACT

This book presents a comprehensive model of how institutions adapt to improve the environments they provide African American, Hispanic, and American Indian students without relinquishing historical standards. The model is based on the experiences of ten institutions that have graduated higher numbers of minority students as compared to their states and nations. Case studies of the following institutions are presented: Memphis State University (Tennessee); Florida State University; Brooklyn College (New York); University of Texas at El Paso; Wayne State University (Michigan); California State University, Dominguez Hills; Florida International University; Temple University (Pennsylvania); University of New Mexico; and the University of California, Los Angeles. Topics discussed include: (1) state and system level influences which pressure the public university to increase diversity and simultaneously maintain quality; (2) the role of state coordinating and governing boards in creating a policy environment that encourages diversity and quality; and (3) current dimensions of student diversity. The study concludes with a chapter on assessing institutional environments in terms of improving access and achievement of minority students. Appended are 63 tables and 38 references. (LPT)

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